

# THE JOURNAL OF EDUCATIONAL SOCIOLGY

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PERIODICAL  
READING ROOM

## THREE SCHOOLS PROJECT, BRONX

New York City Board of Education

New York City Youth Board

Mira Talbot

Issue Editor

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# THE JOURNAL OF EDUCATIONAL SOCIOLOGY

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## EDITORIAL

There is little doubt but that one of the most baffling problems of education administration is the rapid shift of populations in large urban communities. The greatest movement of this type is of course in those transition zones where the newcomers to the community first settle.

As a consequence any programs which offer promise of giving direction to the social process in such neighborhoods become extremely important, for it is undoubtedly these large urban communities that are the frontiers of democracy today. The attempt on the part of the Board of Education and the New York City Youth Board to do a pilot project through schools in such neighborhoods, is one which has attracted much attention during the past several months. They are presenting what amounts to a united approach, designed to incorporate the insights of the psychiatrist, psychological, and social work field with that of education toward the better serving of the needs of the community.

We believe it is the approach which will yield many fruitful insights for the Profession.

DAN W. DODSON

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## FOREWORD

The Three Schools Project, which is described in this issue of the Journal, is an outgrowth of a "grassroots" Citizens Committee Project in The Bronx.

Seven panels of representatives of these areas were appointed to pursue this serious problem through frank and searching inquiries on all levels.

One of the major recommendations of this searching, comprehensive inquiry was the establishment, on a demonstration basis, of psychiatric and allied services in three selected schools in The Bronx in order to demonstrate both the value of and the total need of such integrated functioning within these schools in a cooperative effort to determine the causes of and methods for correcting juvenile delinquency in two areas of The Bronx.

The Youth Board accepted this challenging recommendation and in the Fall of 1949 in cooperation with the Division of Child Welfare of the Board of Education established the Three Schools Project.

Although this project employs many aspects of orthodox Child Guidance philosophy and practices, it has made certain modifications when experiences indicated that variations in old approaches or the establishment of new ones were required to meet more effectively the problems the project was called upon to solve.

The Project staff functions very closely with the teaching, guidance and supervisory staffs in the three schools. This close working together of the two staffs necessitated, in some instances, changes in the procedures as well as in the philosophy that have been generally recognized as acceptable practices by most Child Guidance Clinics and schools. Other changes will be made in the future if there are reasonable grounds to believe that new approaches will bring richer results. This flexibility in professional practice is inevitable when several professions work closely together

in a common purpose. The willingness and ability to make these changes and learn from one another, it is hoped, will point the way to more effective ways of promoting good total health, to increase the number of healthy personalities and by so doing to reduce the incidence of emotional disturbances in children.

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## DESIGN FOR THE THREE SCHOOLS PROJECT BRONX

Mira Talbot

The Three Schools Project is a new venture in the fields of child guidance and education. The program, designed to meet the emotional needs of children in a congested area, as one approach to the problem of juvenile delinquency, was established in October 1949 by the New York City Youth Board in cooperation with the New York City Board of Education.

During the past thirty years of the child guidance clinic movement, the professional staff provided has never been sufficient to meet the demands of the areas being served; the practice of those clinics, as a consequence, was either to limit the intake to the number of children who could be given treatment, or to offer only diagnostic service to a greater number of children. The novel feature of this project is its *adequate* provision for treating children experiencing difficulties in their personality and emotional adjustments. Within each of three selected schools, there are fully staffed psychiatric and allied service units whose responsibilities are limited to these certain school populations. The charges for the Project were delineated as: the demonstration of the need and value of intensive child guidance in these schools, the integration of clinical and educational services, and the utilization of the facilities of the schools to their maximum potential.

In drafting the frame of reference and the general policies, the joint sponsors were cognizant of the necessity for keeping them sufficiently flexible to allow for specific adaptations to the different schools. This project, therefore, was not designed as another bureau of the Board of Education, nor as another social agency of the community; more appropriately, it was designed as a program of functional



units of specialists, each unit being placed within the guidance department of the school. Administratively, the units are responsible to the project coordinator who, in turn, is under the direction of the child welfare divisions of these two operating agencies.

Of cardinal importance is the philosophy underlying any project as it inevitably determines the direction of the program. Accordingly, the democratic educational philosophy, which advocates the interchange of opinions among all the professions and all levels of the professions, is being followed. The practitioners participate in conferences with administrative officials of their schools, of the Board of Education, and of the Youth Board. Among the staff, each discipline is accepted as having its unique contribution to make and as having equal status with all of the other professions; no one discipline is regarded as dominant.

Following the example of the orthodox child guidance clinic team, initially drafted by the Commonwealth Fund; the composition of each psychiatric unit consists of one psychiatrist, two psychologists, three psychiatric social workers and a supervisor of social work. The definition of the roles of each of these disciplines, however, does not adhere rigidly to the prototype. The delineation is guided more by the modern trend in sound professional practice in which there is less sharply defined segmentation of roles and a greater variation in the pattern of functioning. In keeping with the traditional patterns, however, the psychiatrist gives professional direction and carries medical responsibility.

In the two high school teams, there are also vocational and employment counselors. The inclusion of these counselors in the clinic program has many values: it allows for a broader and more comprehensive approach to the treatment of children; it also affects the gestalt of the clinic by indirectly focussing the treatment goals of the entire team more realistically on such objectives as self-realization

through felicitous work; and reciprocally, it affects the vocational counselor's own method by increasing his understanding of underlying motivations in human behavior.

Because of the recognized contribution of cultural anthropology to social psychiatry, and of the apparent lack of full application of the "psycho-cultural" theory in the practice of child guidance, preference was given in the selection of all personnel to those who had some orientation in this field. With a view toward an equitable distribution of such attributes as sex, race, nationality and religion within the different disciplines, these characteristics of the applicants were considered in conjunction with standardized professional qualifications. Each unit now has an inter-cultural and inter-racial staff working in the schools which are fostering such programs.

The housing of these special services within the schools sets the stage for clinical functioning under the general concept of education; and affords an opportunity for daily communication with the members of the educational and health department staffs.

Since it was known that the success of the demonstration would be dependent upon the schools, they were carefully selected. Those singled out from the many possibilities were: P.S. 42, an elementary school; P.S. 37, a junior high; and Morris High, a senior high school. The criteria used as a basis in this selection were: proof of the need for psychiatric and allied services, participation in community activities, and demonstration of the use made of available services such as the Bureau of Child Guidance. The prevailing high rate of juvenile delinquency within each school and its surrounding district, was confirmed by the records of the juvenile court and other community protective agencies. All three of these schools are located in underprivileged areas, with poor housing and a population of mixed racial and national origin.

An orientation to the community as well as to the school

program, was given to the new staff members by the principals of the schools. The coordination of the program within the clinic the school and the community requires leadership; this is given by the supervisor of social work. She was designated as the director of the unit because of the breadth of her professional training. Under her guidance, the clinical team is integrating its varied services with the school program, but nevertheless, it is maintaining its distinctiveness. Each supervisor is directly responsible to the project coordinator under whose direction the program attains the degree of uniformity essential for carrying out the purpose of this demonstration, as developed by the N.Y.C. Youth Board and incorporated into the N.Y.C. Board of Education.

No longer is it necessary, as in the pioneer days of child guidance clinics, for the clinic specialist to indoctrinate all teachers in the basic mental hygiene concepts. Today, many of the fundamental tenets are part of the working kit of the progressive teacher. She is aware of the emotional needs of children, she appreciates the fact that emotions play an essential part in all phases of learning, and she knows that behavior is the result of life experiences. Fortunately, the clinician is beginning to recognize that a teacher too can make a contribution to the total understanding of the child as a result of her classroom observations. Teachers know the interaction of pupils within the group. Actually, it is on the basis of a pupil's deviation from the normal pattern that he is picked for special help by the teacher: socially, he may be too aggressive or too withdrawn; and academically, he may be too precocious or too backward when compared with the other pupils in the class. Almost every teacher can depict the many variables within each child including his particular pattern of learning and of playing.

The assimilation of teachers' insights with the findings of the psychiatric team gives a dynamic understanding of the child's total reality functioning. Theoretically, this in-

tegration is accomplished through an interdisciplinary conference where all of the pertinent disciplines synthesize their data through the informal "give and take" of a group discussion. Each member maintains his own professional integrity. Orchestration of all the shared contributions is possible when the common goal is the healthy personality development of children. Although this concept of multidiscipline approach is being followed in practice, the method covers a wide range, varying from the planned, scheduled conference in the principal's office to informal discussion in the cafeteria.

Individual treatment of pupils by the various disciplines is dynamically oriented; that is, an understanding of the etiology of each child's difficulty is obtained before formulating an interpretation or a treatment plan. However, it does not follow that all treatment is psychotherapeutically oriented. In many instances, direct treatment of the child's intra-psychic conflicts is not necessary, and in others it is definitely contra-indicated. When a clinic has a deep understanding of the child, and plans the treatment accordingly, many different approaches might be effective. Treatment in its broad connotations is being practiced in this project. It includes: therapeutic tutoring; personal, educational and vocational counseling; psychoanalytically oriented social casework; and psychotherapy. At least twenty percent of the pupil population in each school is being given some treatment following one or more of these methods.

Treatment plans, almost without exception, include the child *and* his situation. Individual interviews are held separately with the pupil and the significant persons in his environment, who may be, depending upon the specific needs of the particular child, a parent, a teacher, a doctor, a probationary officer, or a recreation worker. In some instances, a changed attitude of an adult toward a child can help one whose emotional conflicts have not yet become crystallized. A teacher, for example, when given an explanation of a

pupil's behavior, can redirect his interests and energies into more constructive educational channels. Children themselves, fundamentally interested in their own healthy growth, can at times, as a result of treatment, resist destructive forces in their own environment.

The community benefits likewise from a treatment project. A child guidance clinic, primarily responsible for the planned treatment of maladjusted children, repays the community by increasing the quota of healthy and useful citizens. There is still another outgrowth of a clinic program which is too often overlooked. The content of individual treatment interviews furnishes insight into the cultural milieu which is causing or precipitating some of the difficulties of a child in his environment. When these findings on society are confirmed or denied by objective evidence, plans may be formulated for sound preventive programs for children. It follows then that mental hygiene projects designed for the school population are a concomitant of every school guidance clinic. The Three Schools Project is attempting to meet this dual challenge.

In this issue of the *Journal of Educational Sociology*, some of the special projects of the functional units are being presented because they seem to have more direct implications for education and social engineering than individual case studies. In keeping with the design for the program, the papers in the series are a result of the cooperative effort on the part of the staff. The product of this teamwork reflects both the strengths and weaknesses of such an approach.



## SCHOOL IN TRANSITION

George Weinberg

In 1945 Morris High School was in crisis. In some respects her problems were those of all secondary schools in New York. The compulsory education and labor laws were compelling many adolescents not especially interested in formal education to stay in school until they were 17 years old. These young people were not eager or able to accept the traditional college preparatory course offered by the academic high schools—they wanted to “get out” as soon as the law permitted, and earn the money which would give them the financial independence so meaningful for the adolescent. In the school they were not ready to strive for the distant goals set for students preparing for a vocation or a profession.

While this was characteristic of all secondary schools, especially those in low income areas, Morris High School was the focus of additional problems. The South Bronx was in the throes of an intense population shift. The older inhabitants of German, Irish, Italian, and Jewish stock were gradually moving out of the area. New migrant groups of South Americans, West Indians, and Puerto Ricans were moving in. The new groups had all the social problems of the old — large families in small apartments, many broken homes, old crowded tenements, inadequate recreational space. In addition, they had problems of people on the move. They had left rural cultures for a highly urbanized one, they were breaking old family and community ties, they were coming to an area of higher educational standards. Many had to learn a new language, a new diet, new ways of daily living. Frequently children were impatient at the rate of their parents' Americanization; there were misunderstandings, quarrels, and estrangements.

The South Bronx, as the city generally, did not accept



the newcomers with open arms. The new minority groups had the same experience as the older groups when they first arrived — they became the victims of stereotype thinking—stereotypes related to colored skins, foreign accent, strange customs, migrant poverty. Since Morris High School was the zone school attended by the newcomers, people began to apply the same stereotypes to Morris, to think of Morris as a school where educational standards were poor and where vice and violence usually attributed to victims of prejudice were rampant. This new reputation reflected itself in falling registers. Graduates of elementary schools gave false addresses out of the Morris zone. Many of those who did come, came with fear in their hearts. The school was heading toward a repetition of similar experience elsewhere, — eventually only members of minority groups would remain, and then they, too, would flee.

Morris, the oldest academic high school in the Bronx, that had served succeeding generations of immigrants, realized it must find new ways to serve its new population. In each subject department, committees of teachers created new curricula to meet the needs of the new students. Separate classes were set up for the “general” and the academic students in all grades of required English and Social Studies. In addition to college preparatory subjects such as French, and Geometry, new courses were organized for the “general” students to challenge their interests and contribute to their preparation for vocation and leisure.

Special English classes were organized for Spanish speaking children, as well as remedial reading groups for Southerners. A tower room (Morris is built like a Tudor Castle) was cleared for a course in Modern Interpretative Dancing for girls. Sports classes—fencing, boxing wrestling were organized for boys. The music program was rapidly expanded; classes in woodwinds, brass, strings were added to music appreciation and choral singing. Soon there was a demand for a band and later an orchestra. At first

the students used instruments owned by the school but as interest grew, many earned and saved enough to buy their own. For the girls; sewing, home nursing, and child care were expanded — cooking was not because of a cultural resistance to an occupational stereotype.

The climate of the classroom was gradually changed. At first the principal and a few teachers, later most of the faculty realized that their new students were simply children with different speaking and behavior patterns. Such patterns had changed several times in the half century of the school's existence. The faculty made a valiant effort to understand the new patterns. For many years the school had as its motto "Achievement to Capacity" but its rating system was absolute, not relative. Now it applied the motto to its general student: if he attended regularly, participated in the work, he was assured that he would not have to face the frustration of a failing mark. This assurance went far toward providing a relaxed climate in the classroom. At the same time, it called for great care on the part of teacher and counselor to keep the academic student up to his capacity — those with academic ability but less drive yearned for the "ease" of the general course. They did not change the academic student's course just because he failed; they used counseling to find the cause and help correct the difficulty.

The school administration studied the problem of student government. It felt that here was a field in which some non-academic students might find a proper sphere for their abilities. It was found that student candidates for school office had been expected to meet absolute academic and social standards of the faculty committee before they were presented to the student body. The school cut this silken thread and left the selection to the students. At the same time a workshop in leadership was organized to train students officers in parliamentary procedures and general

methods of handling social problems. The classroom became enormously popular and youngsters who were not particularly interested in history or English revealed hidden talents in organization for school projects.

At one time Morris had been a place where students came to prepare for college entrance or for commercial work. The decision as to course was usually made at home by parents and students. Now many came because of the rise in the compulsory school age, and were not necessarily interested in preparation for college or commercial work. Most of these came from homes where the parent could not help the student make a choice of course. These students needed more intensive counseling to help them understand the relation of school to themselves and to make choices among the variety of subjects offered. In the counseling system, each student, as he came in, was assigned to a counselor who remained his counselor through his school career. The counselors also helped students, both academic and general, find cause of failure in school work. The other part of the counselor's responsibility was to the administration. They were able to evaluate and report the needs of the students so that new courses could be organized and set up. The guidance set up was made as informal as possible; there was a minimum of red tape because it was felt that the student needed encouragement to overcome his reluctance to consult with an adult in authority.

In working with individual children, all school personnel, teachers, deans, and counselors frequently encountered problems that were not subject to solution by any means the school could provide. These problems stemmed from difficulty in family or poor relationships outside the school. Working with students around such problems was beyond the time available and the skill developed by school personnel. An increasing number of referrals were made to Child Guidance and family agencies. Even referrals required

more skill than was available; the Bureau of Child Guidance of the City Board of Education was asked to provide a case worker who would service Morris High School alone rather than be on a referral basis. The Bureau itself was so undermanned that all it could do was to have a caseworker and a psychologist assigned to Morris one day a week. While this was insufficient, the counseling personnel learned much from consulting with them; the school administration gained some experience in integrating an outside group into the school organization.

The school had always realized that the life of the school was bound up with the life of the larger community of which the student body was a part; that the school was a reflection of the spirit of the community with all its problems and all its capacities for solving them. The school, as part of the community, should take its place among the creative forces that were trying to meet the problems of the community and further its growth. The principal and the chairman of the guidance department took an active part in such organizations as the Bronx Council of Social Welfare, the Morrisania Community Council, Conference of Christians and Jews, and the Urban League. In all this community work, they tried to interpret the role of the school in the community as well as to participate in the community effort to better itself. In 1948 when the Youth Board sponsored a survey of conditions in E. Bronx known as the Pilot Project to determine causes of juvenile delinquency, the principal and guidance chairman became members of two panels. After five months of intensive study, the panels reported. One of the recommendations of the school panel was that a psychiatric casework unit be placed in a school building and with the school organization. As a result of working with representatives from Morris, the Youth Board personnel felt that Morris would be a favorable testing ground for the experiment.

The faculty of the high school was kept informed of the

progress of the Pilot Study. Later at a faculty meeting, the school's project was described, and questions answered. A student assembly and the student newspaper were used to give the students this information in a meaningful manner. Although the school was in the process of being renovated and many rooms could not be used, the administration felt that it was so important that space and equipment was set aside for the group even though this meant inconvenience for some of the school personnel.

The school personnel looked forward to this additional service. They felt that this additional psychological service would further their efforts to know their students. We were glad that the psychiatric unit of the Three Schools Project would be of a size that would mean help for a large number of students. The inclusion of vocational guidance as one of the services was exceedingly important as the school lacked the personnel to give adequate service in this area. They were also excited that they were to be a part of an experiment to find means of reducing juvenile delinquency. But the greatest feeling was one of pride that they were taking another step in meeting the needs of its students.



## COORDINATED SCHOOL-CLINIC APPROACH TO A PSYCHOLOGICAL STUDY OF HIGH SCHOOL FRESHMEN

Claire T. Williams, Leonore Gold and Emily Shepard

### INTRODUCTION

Information as to the level of intelligence functioning of school population, both on a group and individual basis, was desired by school administration and faculty for use in helping individual students. Psychologists of the Three Schools Project Clinical Unit at Morris High School explored facilities available for rendering cooperative service.

Preliminary study indicated that group testing alone would not provide the desired help. Evidence revealed that I.Q. scores, particularly group test scores, are misleading, for they do not consider subtle and complex factors within the child or the test situation which affect test performance. Insufficient data also are obtained as to the nature of the child's needs which might be met by the school. Preliminary study emphasized the need for correlating test findings with other significant information about the child. A careful, sensitive analysis and interpretation of the *cumulative school record* revealed its possibilities for providing dynamic insight as to possible factors influencing intelligence functioning, educational achievement, personality development and adjustment, possible areas of maladjustment, and the child's special needs.

Therefore, a special data sheet was designed to facilitate summarization of vital information concerning educational, mental, health, personal and social factors involved in the student's adjustment to date. Plans were made for a practicable, demonstration program, focusing on the ninth year, or beginning students, to provide a greater opportunity for administering help where necessary.

Special difficulties were presented by the fact that rough-



ly 15% of the students are Spanish-speaking students of Puerto Rican birth, and a large percentage are Negro children of limited educational and cultural backgrounds, whose families recently migrated to New York City.

### PROCEDURE

Conferences were held with the various disciplines in the Unit, school teachers, school principal, and chairman of the guidance department, for considering the needs of the pupils, services available for meeting these needs; and for determining and planning a special group testing program.

Consultation and further exploration in group conferences with Board of Educational specialists, served to crystalize thinking and greatly aided planning, direction and formulation of the final plans and program. These specialists represented such departments as Child Welfare, Test, Measurements and Research, and Educational and Vocational Guidance.

The California Mental Maturity Test (Short Form) was selected for use, after careful consideration in these conferences, of various group tests. The California examination is designed for use with students from grades seven to ten; and sections include both language and non-language test situations in the major factors involved in intelligence or mental capacity. The short form may be used when time, convenience, or local practice requires a short period. Previous experience with the test led to the conclusion that it provides a reliable indication as to level of intelligence and some diagnostic information. Other factors determining this selection were: it yields three mental ages and intelligence quotients (I.Q.'s)—a non-language M.A. and I.Q., a language M.A. and I.Q., and a total test M.A. and I.Q. It was felt also that the test would be valuable in reflecting level of intellectual functioning for students who might experience difficulties with a language test.

In order to cooperate with school administration and to prevent disruption of regularly scheduled activities of the

entire student body, such as changing room assignments, class periods, teacher responsibilities, etc., arrangements were made for administration of the test to students during their assigned English classes. Since class periods in the school are scheduled for 40 minutes, it was necessary to divide the test administration into two periods, using the same class and period on consecutive days. Thus, arrangements were made for approximately one-half of the test to be given each day. (Sub-tests 1 through 4 on one day, and sub-tests 5 through 7 on the following day).

### STATISTICS

337—School record cards for first year (Freshmen) students were examined carefully by professional staff, with the guidance of psychologists, to secure information on factors that might be relevant to intelligence functioning or scholastic achievement. Summary data sheets on each student were prepared, indicating such significant factors as findings from intelligence tests administered throughout the child's school history, most recent reading and arithmetic achievement tests, teacher comments concerning observable personality traits, health and school attendance. A summary was then indicated, noting the following:

Marked Discrepancy between *I.Q. ratings reported* (difference of 10 or more).

Marked Discrepancy between *Achievement Math Test Score* and *Actual Math Grade*. (If at least 1 year discrepancy exists.)

Marked Discrepancy between *Reading Test Score* and *Mental Age*. (If at least 2 years.)

Uneven Performance in achievement as reflected in school grades.

Discrepancy between *Mental Age* and *Actual Grade Placement*. (Example: Average or better ability and retarded by one or more terms.)

Significant Attendance Factors.

Significant Health Factors.

Significant Personality Factors.

235—Students were tested in groups of 25 to 32 students by psychologists who administered the California Mental Maturity Test (Short Form).

143—Students or 39% of the total ninth year population were not tested. This number must be taken into consideration in evaluating the overall distribution of intelligence ratings. A breakdown follows:

75—or 20% of the entire group were designated by the school as non-English speaking students who could not be tested with available tests.

68—or 18% of the total population were absent during testing days.

### MAJOR FINDINGS

1—Findings on 48 students indicated essential need for further diagnostic study. A combination of significant factors seemed to be affecting school adjustment, such as serious personality factors, excessive absences, marked reading or arithmetic disabilities, health, uneven performance on various group tests and/or teachers' ratings. Analysis of data suggested that these students may be experiencing marked difficulties in adjustment.

2—29 students evidenced reading disabilities which may operate to impair intelligence functioning, achievement in other school subjects, and general school adjustment.

3—55 students manifested math disabilities, ranging from a general weakness to a marked disability.

4—Integration of special educational, diagnostic, psychiatric and guidance services of a preventive and corrective nature seemed indicated by findings on the above groups of students..

- 5—An examination of reported intelligence test scores for each student revealed *differences of over 10 I.Q. points on 136 students*. Differences ranged from 11 I.Q. points to 52 I.Q. points. 72 students out of 235 or 30.6% showed discrepancies of over 20 points, while the greatest variation generally expected is  $\pm 5$  points.
- 6—Findings were largely invalidated for a group of twenty-five students who presented problems during test administration. Observation of the group suggested low intelligence functioning, and/or emotional disturbances as possible interacting factors (e.g. inability to settle down, follow directions, copying, distractibility, etc.).
- 7—Study of the cumulative school record revealed the failure on the part of a significant percentage of school personnel to appreciate its full contribution. Records were lacking in observations or comments, revealed lack of careful recording, lack of utilization, failure to correlate information, diagnose needs of students, or follow-up findings. There also were some disclosures of seemingly blind acceptance of isolated findings which appeared to influence incorrectly the educational expectations of the child by school personnel.
- 8—The table below shows the distribution of the students on the basis of general ability. Consideration of the

**General Distribution of Intelligence**

<i>I.Q.</i>	<i>Descriptive Classification</i>	<i>Number of Students</i>	<i>Per Cent of Typical Population</i>
130 & Above	Very Superior	2	1%
115—129	Superior	24	11%
100—114	High Average	97	42%
85— 99	Low Average	71	31%
70— 84	Inferior	29	13%
Below 70	Very Inferior	5	2%

NOTE: Approximately 73% of the total ninth year population tested appear to be functioning within the high average and low average grouping.

limitations described in the preceding paragraphs preclude any interpretation of these findings as an accurate or valid picture of the total freshmen student population.

#### 9—COMPARISON WITH ESTABLISHED NORMS FOR THIS TEST

It is interesting to note that despite the special limitations and consideration previously stressed in evaluating our study, when compared to the distributions and percentages provided by the standardizers of the California Test of Mental Maturity for the entire United States population, *the distribution for our school is not conspicuously at variance, but appears slight and occurs at the extreme levels of mental functioning (Very Superior and Very Inferior)*. A greater concentration also occurs at the High Average level of intelligence functioning. Our group shows 42% of the Freshmen student population in this range, as compared to findings of 35% of the Typical Population included in the standardization group. It also should be noted that our group shows a correspondingly lower percentage in the Low Average level of intelligence functioning (31%) as compared to the Typical Population of 35%. For a more graphic picture of this comparison a table has been prepared presenting these percentages side by side.

#### 10—STANDARD DEVIATION OF GROUP

The statistical evaluation of the I.Q. scores obtained by the ninth year students tested shows a standard deviation of 13.87 points I.Q. *The generally accepted standard deviation established by the California standardization is 16 points I.* This difference may suggest that the population under investigation represents a narrower range of intelligence than the original larger sampling on which the test was standardized. The mean I.Q. for the group tested is 99.2 approximating

the group on which the test was originally standardized and not significantly different from the mean I.Q. established as the norm with the original sampling of 48,000 students upon which the California Mental Maturity was standardized. Since the mean I.Q. for this group is slightly below 100 (99.2) the expectation as to scores in the basic skills (e.g. arithmetic, reading comprehension, etc. is likewise apt to be slightly below the normal grade placement scores for average I.Q.'s.

### MAJOR IMPLICATIONS OF STUDY

Disclosure of marked discrepancies in group test I.Q. scores for an exceedingly large number of students (30.6%) reinforces the demand for caution in use of such scores, underscoring their value as *primarily suggestive* of possible levels of intelligence functioning. Not only serious limitations but possibly destructive influences may be involved in the use of intelligence test scores when regarded as infallible measure of potentialities. Additional data may suggest other factors affecting performance. Reported test findings suggesting a low I.Q., when accepted without regard to factors impairing functioning frequently may aggravate, contribute to, or create major disturbances in the student.

Clinical interpretation of variations is questionable since the quality and conditions under which tests may have been administered, scored and recorded is questionable (e.g. variations in training, experience, personality, time and atmosphere of the testing situation).

The group of twenty-five students, who presented problems largely invalidating findings, dramatically illustrates one of the common frailties inherent in group test evaluation. This further accentuates need for and ability to recognize possible invalidating factors in the testing process.

Results of the program emphasize the need for a dynamic approach to the study of intelligence and in the utilization of intelligence in test findings. Program findings indicate



the significance of the interrelationship between intelligence functioning and total functioning of the individual. The individuals performance on tests, aspects of his cumulative school record and his current behavior suggested factors, other than intelligence, which influence deficient functioning.

Schools will find the type of approach, in which the dynamic interactions of pertinent factors in the individual's total behavior were studied, valuable for the delineation of needs of students and for the planning of services. For example, some of the essential aids suggested by this program were comprehensive psychiatric aid diagnostic and therapeutic), more intensive educational and vocational guidance and counseling, remedial and corrective work, and more careful utilization of test findings by school personnel.

The overwhelming number of students revealed as having math difficulties compels further exploring of possible determining factors within the individual and the curriculum. All too frequently math as an important factor in academic adjustment has been overshadowed by the focus on reading. The disparity between intelligence functioning, math and reading achievement suggests the possibility of personality difficulties concomitant with poor math achievement. Remedial work in math at the high school level appears warranted by the large number of students with seeming disabilities.

Since reading at the high school level is more complex and pursued on an individual basis, it may be expected that students with reading disabilities will experience difficulty, particularly in subjects requiring a great deal of reading. Such difficulties may influence academic achievement and social adjustment. Remedial reading at the high school level may be expected to aid school adjustment.

#### APPLICATION OF FINDINGS

Staff members from the Project Unit and school held conferences with Board of Education specialists in guid-

ance, child welfare and research for assistance in utilizing program findings and considering further means available to the school for meeting needs. While some of the applications are indicated in the paragraphs below, other means are still receiving careful consideration.

Arrangements were made by the Unit with the school administration for the recording of summarized descriptive findings on individual students school record cards.

Special meetings were arranged by the principal between school counselors, deans and the clinical staff during the school counselors offered to assume responsibility for reaching students designated as needing special help, to provide special services, and to refer to the Project Clinical Unit those students whose needs appeared to warrant more specialized psychological or therapeutic treatment.

Twelve students, from the list of forty-eight for whom special study seemed essential, were referred by school personnel after a preliminary evaluation for more intensive diagnosis and therapy.

The Project psychiatric clinical team assumed responsibility for servicing thirteen students who appeared to be experiencing difficulties in more than one area.

A special class in remedial math is being initiated. Teachers of English classes were given the responsibility for *recognizing* the needs of students for remedial reading, providing such aid in their courses as might be helpful, and referring students to remedial reading classes.

Designated teachers in other classes were charged with observing behavior and performance of students who evidenced marked discrepancies in performance on group intelligence tests, in order to evaluate whether or not there were further indications for psychological study.

Meetings were arranged with full school faculty to discuss program findings, implications, availability of cooperative clinical services, and possible school utilizations of findings. Faculty response was cooperative, thoughtful, and

reflected recognition and appreciation of the role of the school in aiding student adjustment.

### EVALUATION

Findings and applications emphasize the need and the value for school utilization of a program which aids in the recognition of those students who require additional help, and also provide some indication as to the nature and the extent of required services for these individual students, groups of students, and the total school population.

Schools unable to secure regular psychiatric or psychological services may also consider a program patterned along these lines.

The cumulative school record was revealed as dynamically contributing to the understanding of the student. However in some instances its potential contribution was limited by careless and inaccurate recording of significant data, apparent failure on the part of some school personnel to utilize effectively or to correlate such information in behalf of the child. A program focusing attention of school personnel on the contribution of the cumulative school record its effective use, and the personal contribution which teachers may make to the student's adjustment will render compensatory returns to the school.

Mental hygiene services (such as offered by Three Schools Project Unit) integrating educational, and orthopsychiatric guidance, appeared as an essential adjunct service, enabling schools to help with the adjustment of students.

The following problems revealed during administration of tests to groups of pupils may be significant for evaluating, and for the adaptation of such a program:

Testing of students in groups as large as 25 to 32 created difficulties in administration which may be reflected in individual findings: i.e. limitations as to opportunity for careful qualitative observation of test behavior and response of child, ability to recognize

subtle and complex attitudes or disturbances interfering with child's performance, and inability to provide sufficient individual clarity, encouragement, reassurance and rapport.

Time limits placed on test did not permit full or complete production by the student. The California Test of Mental Maturity is a power rather than a speed test and can be administered without strict adherence to time limits. Thus, imposing time limits for the convenience of administration, may have curtailed production on the part of some, consequently lowering possible scores.

Preliminary screening to identify students with retarded mental functioning or emotional instability may be helpful in excluding or segregating them from other groups, and providing more specialized treatment, such as placement in smaller groups, allowing more time for test administration, etc.

#### COMMENT

The coordinated school-clinic approach to a psychological study of high school freshmen may be considered successful from all aspects; the planning, the execution and follow-up. School and clinical staffs both benefited by obtaining an appreciation and understanding of students, approach to problems, limitations of clinic and school, as well as a mutual respect for and cooperation with services rendered by each. Help to the students and school staff was rendered effectively; because the Unit and school worked cooperatively during the planning, administration and application of findings.

## **THE MODERN SCHOOL CLINIC IS A COMMUNITY-ORIENTED CLINIC**

**Ellen Cohen, Mary Lou Xelowski and Staff  
of the Elementary School**

Community relations and resources have played a dominant role in the success to date of the Three Schools Project's psychiatric treatment unit for children. Using the elementary school and its experience in the community as an example, it is easy to see the varied ways in which the school-clinic and the community itself have become closely associated. Utilization of all the available community resources, both organized and informal, has extended the service of the school-clinic and has enabled it to function more broadly and more effectively.

Although this has required constant planning and attention and certainly did not result from happenstance, the community itself showed an awareness of its needs which relieved this project of the groundwork that might otherwise have been expected in bringing the school and the community together.

There are many explanations for this community readiness to work with the new psychiatric service in the school. The school itself has long been a vital factor in the life of the community. It is the scene of parents' meetings and of local bazaars; it is a polling station at election time. It is the setting for a play school that serves the neighborhood during the summer months. For the children, also, it is more than just a school. Its staff, like other community leaders and personnel, often represent a family substitute for the children whose homes are broken. Just as the community comes to the school to meet many of its needs, so does the school go out to the community. The principal and other members of the school staff are represented on community planning committees and serve on various local boards.



The positive attitude toward P.S. 42 that is shown by the merchants, shop-keepers, and other local citizens is also reflected by their warm acceptance of the clinic personnel, whom they regard as part of the school staff, and by their resulting generosity and cooperation in helping to promote certain activities. Although such a relationship between the school and the neighborhood is not unusual in smaller cities, it is somewhat more rare and consequently more significant in a city the size of New York.

Earlier exploratory projects had been carried out in the neighborhood, using P.S. 42 as their headquarters. The parents were somewhat familiar with the kinds of services the new guidance unit had to offer, partly through these earlier programs and partly through the relationship maintained over a number of years by psychologists and social workers in the Board of Education's Bureau of Child Guidance and the City College Educational Clinic. An advisory committee which has continued its interest in the needs of the school was an outgrowth of the P.S. 42 Bronx Project (39) which was under the leadership of the Assistant Superintendent. An opportunity for exchanging ideas and for gaining a perspective on the progress of the treatment unit was offered by a series of meetings with this committee which represented a veritable cross section of the community. The scope of these meetings is perhaps best shown by the diversity of the backgrounds and interests of some of the persons attending. There were, among others: a district superintendent, a health department representative, a parent, a psychologist, a director of a city-wide agency, a social-worker, a director of an educational clinic, a teacher, and a director of curriculum planning.

The treatment unit has attempted to assimilate into its program the broad vision reflected in these meetings—to the extent that it adhered to the purposes and design of the project—and to engage all of the appropriate community resources that existed. From its inception the project was



based on the conviction that the community is essential in the successful operation of a child guidance clinic. Such a service, headquartered in a school, could not operate in a vacuum and had to guard against the danger of becoming encapsulated. That close cooperation must exist between home and school had become almost axiomatic, but it was the hope of this project to demonstrate that a new and more comprehensive plan must extend to the whole community. Where economic pressures are great, and the parents (frequently this means only the mother, as the father's whereabouts are often unknown) are over-burdened with financial responsibilities, the community in addition to the school must supplement and must help to fill some of the child's needs. A unit for psychiatric and allied services in such a neighborhood must not only understand this specialized and unique role that the community plays but should share and participate in it. The ways of doing this are many and varied, and the unit at P.S. 42 has incorporated them closely into its own program.

An example of this is seen in the social work with a family of two boys and a mother. The father had left the home. The children were referred to the clinic because it was felt that the mother's negligence was affecting their physical and emotional well-being. Contact with the hospital confirmed the physical neglect, and psychiatric examination in the guidance unit confirmed the emotional disturbance. Intensive work with the mother brought out her inability to cope with the care of her home and children because of her own personal problems. She could not accept the psychiatric recommendation that the children be temporarily removed from the home, nor could she mobilize herself to change her pattern of living. A sudden illness caused an unexpected but brief period of hospitalization for the mother which of necessity precipitated the children's being temporarily placed. Upon her discharge she sought to have them returned. As a result of planned case-work treatment,

however, she herself was helped to make a decision which was best for the children's welfare. She finally agreed voluntarily that the boys remain indefinitely in their placement away from home. This constructive plan for the children was brought about largely through the combined and cooperative efforts of the hospital social service, a public welfare department, a children's court, and a child placement agency, all of whom had become active through the project unit.

An illustration of community-clinic relationships is that of a ten-year old boy who was referred because he appeared to be dull and to have poor retentive power. A history of suspected orthopedic disorder was presented. In the course of the psychological, social, and psychiatric investigations the possibility of organic disturbance was raised. As a result of the staff clinical conference, recommendations were made for neurological and endocrinological examinations at the general hospital. The primary community contact was with a visiting nurse. Following the clinic's suggestions, the visiting nurse shifted the emphasis of her family contacts from the orthopedic to the organic and endocrine area. The parents—apathetic and overburdened financially, and psychologically—finally took the child to the hospital clinic for the necessary examinations and followup study. The continued combined efforts of the guidance unit's social worker and the visiting nurse were jointly responsible for this development. Many other examples could be cited of the necessity for close-working relationships with all areas of the community.

The parents represented the Three Schools Project unit's earliest and most direct contact outside of the school. From the beginning, staff members participated in all of the meetings which included joint conferences with parents and teachers at the various grade-levels. Parent discussion groups are being planned as part of a future project activity. The purpose of the child guidance clinic in the school was outlined to the parents in these group gatherings,

orienting them to the work of the clinic as well as encouraging them to refer their own children. Not only did the parents avail themselves of this service immediately, but they showed a surprising freedom from the embarrassment and self-consciousness which so often accompany the open admission of emotional difficulties within one's own family. This might indicate that the parents of this community have already begun to accept emotional ills in the same way that they formerly accepted physical ills.

For the past two years the clinic staff have participated in the planning and the registration for the Play School and have also served on a consultative basis. This play program is sponsored by the Board of Education, the Play School Association, and the Youth Board, and it is one of the community's "pet" projects. Not only does it afford many of the children a varied recreational and instructional program, but it is also in many instances a therapeutic, constructive experience as well. For these and other obvious reasons this summer school also serves as a relief and a satisfaction to the parents. Through observations of children in these groups, many characteristics and potentialities are noted which are later translated by the clinic personnel to the classroom teacher. Camp placements also are carried out by the unit staff, and camp reports of children's actions in a freer group situation are also interpreted to the teacher.

A current project that has especial community significance is the survey of a first-year class conducted by the clinic psychiatrist and psychologists. Through a careful and thorough study of the children in this group, they have gained an awareness of the differences in cultural patterns and backgrounds. A perspective is gained on the community forces which have influenced these children before the impact of school has conditioned them. This knowledge is shared with the teachers who find it useful in arriving at a better understanding of the child's behavior and consequently helpful in their teaching.

In addition to its close cooperative work with all of the foregoing groups, the clinic staff in the school has found it both necessary and valuable to work with all other available professional agencies in the community. In individual cases as well as in group planning, it has had working relationships with an assortment of organizations that includes: family agencies; children's services; settlement houses; recreation centers; hospital clinics; domestic relations courts; juvenile courts; police bureaus; private doctors; visiting nurses; other public, private, and parochial schools; educational and psychological clinics; libraries; museums; and other Youth Board projects.

Of many examples which could be given, the local branch of the New York Public Library will serve as a good illustration of the manner in which just one of the above community resources has been used and developed by the clinic. Its physical plant and its location make it admirably suitable as a meeting place and suggest its potential value as an important community center. Parents in this locality would not ordinarily make use of this facility. However during the past year, the school clinic and the library worked cooperatively on an evening series of three short films on child care and development, each followed by an open discussion. On each occasion the library assumed responsibility for planning and staging the program; and the guidance service supplied a professional staff member as moderator for the discussion period.

Perhaps, at the present time, the library's greatest meaning to the guidance program lies in its facilities for extending the reading program of the children who display serious difficulty in this area. By utilizing the library's resources, the psychologists have been able to expand the remedial reading program and have stimulated interest in additional learning. The importance of the library is doubled in a locality where no interest in reading is encouraged in the home. Many children who did not even know of its presence in the neighborhood have been introduced to the

rich and valuable experience of becoming familiar with the rewarding and varied advantages a library has to offer.

Other inter-related community activities have been carried on by the clinic staff. Monthly consultations were scheduled with two neighborhood group-recreation centers to share information about individual children from P.S. 42. Meetings were held with the parents and the nursery school teachers of prospective pupils, preparing them for the kind of adjustment youngsters will be expected to make upon entering a large public school. The clinic-staff appreciates that the elementary school is only one link in the chain of the child's education; consequently plans are made not only for his entering this new experience, but also for his leaving and his admission to Junior High School. Conferences with the Bureau of Child Guidance's social worker at the junior high school are held at the end of each term, for the purpose of giving reports of those children who might need continued individual guidance at the next school level.

In less than two years of functioning, the staff and the administration have been gratified to see how profitably the school-clinic and the community can supplement and complement each other's roles. It is readily recognized that, just as the modern school program demands broad participation on the part of the teacher, so does the school psychiatric-clinic program demand from its personnel not only a reaching out into all areas of the community, but also the assuming of some responsibility in community leadership.

The school child guidance clinic today is not faced with the necessity of extending the walls of the school to embrace the community; in the community that P.S. 42 serves these divisions are already dissolved. The answer to the challenge of complete functioning is found in the full use of all the community agencies, facilities, and resources which are necessary to effect an enrichment of the child's experience and to contribute to the total process of learning and growth.



## **SOCIAL STATUS AS IT AFFECTS PSYCHOTHERAPY**

**Charles A. P. Brown, M.D.**

A psychiatrist who does therapy of children in a school located in an underprivileged area is often confronted with situations quite out of the ordinary and is obliged to make decisions for which there is small precedent. This happens because, in general, the techniques of psychiatric therapy have been applied most frequently and effectively to patients with a middle class background, or to those who come from the privileged strata of society. Of course, at the same time, it must be stated emphatically that one of the triumphs of modern psychiatry is that it has provided evidence that the common denominator of personality is the same for all human beings. However, cultural accretions due to specific local living conditions do produce differences in people, which are always demonstrable. Attention in this paper is directed to these types of differences when they spring from socio-economic class distinctions in our society.\*\*

It is commonplace to hear from case workers and clinicians who work in deprived areas that individual therapy has only a small and limited place in their work. This is not difficult to understand, because if the aim of therapy is to promote health and foster a more adequate adjustment, then it follows, that this end is much more easily achieved if the environment is not impoverished and inimical. Usually, clinicians under such circumstances are overwhelmed by the aspect of the tremendous material needs of the people who live in underprivileged areas. Workers and therapists are, all too frequently, rendered ineffectual by very complicated social situations, and they feel frustrated by a lower class ethos that blocks and negates their best efforts.

Some idea of the nature of the school population at P.S. 42 can be gained from the following: in a total enrollment

\*\*There is ample precedent for this approach to the problem, cf. works of Kardiner (27), Dollard (16), Frazier (19).



of 1100, more than one half belong to conspicuous minority groups—50% are Negro; 17% are Puerto Rican. 34% of parents were born outside of the United States; 583 children, 53%, were on the free lunch program during the past year; 16% were “door key” children. Data for the 356 children who received individual treatment by the psychiatric team are even more arresting. Among them, illegitimate children, children deserted by one or both parents, and orphans numbered more than one half the case load. Also of this group, 45% of the families were receiving public assistance. Just these few facts serve to show that the children known to this school clinic with few exceptions lead a life that is very different from that which is conceived of as typically and ideally American.

Sociologists and educators are becoming increasingly aware of how substandard living conditions block and inhibit adequate performance in the classroom. Children from this type of environment do not learn the “normal” lessons at the “normal” rate, and this is not because they are natively dull. Allison Davis, Professor of Education at the University of Chicago, has written extensively of the frustrations and failures for both pupils and teachers that result from the behavior and interests of the lower economic group not being fully appreciated or understood. He estimates that frequently the teaching process involves as much as a 50% waste in pupils’ abilities and in teachers’ efforts because teachers, belonging to the middle class, are either insensitive to, or unsympathetic with reality as it exists for lower class children. For example, because intelligence tests are slanted to the middle-class child’s interests and fund of knowledge, children of a lower socio-economic class perform poorly on such tests and are therefore stigmatized as “slow”. However, when socio-economic and cultural factors are controlled, there is accumulating statistical evidence that average intellectual ability is at the same level for all socio-economic groups.

This type of thinking on the part of workers in allied fields is of great importance. For one thing it can serve as a reminder to those who do psychotherapy that they must not be uncritical servants of their techniques, nor blindly obedient to methods that may need modification before they can be applied adequately and in full range. A therapist working with deprived children such as those at P.S. 42 is daily confronted with evidence that personality structure and development are different under the stringent conditions of an impoverished environment. To cite specifically from cases: I.K. is a chubby 10-year-old Negro boy who has an engaging air and a winning smile. He was referred to the psychiatric service because of his totally hedonistic attitude toward school and his inability to participate in any organized activity. His academic achievement was nil. He spent the major part of the school day wandering around in the corridors or sitting in the principal's office. This patient arrived at one of his interviews carrying a magazine, and he sat down and began to look at the pictures, inviting the therapist to look also. Turning the pages, he stopped at a picture of a gambling casino which showed piles of money stacked up on the tables in front, and the gamblers ranged along in a row behind. "Whee, look at that! Look at all that money! It must belong to those mens. This guy here, though, he looks like the chief. He's a real hepster. I bet he could get it all—win it off those other guys, or hold them up and then punch them out like this. Wham! Wham! But, see, he couldn't get away with it all. He'd have to give some to the cops first." From his experience in the streets, this unlettered 10-year-old has acquired an orientation to reality that may appear cynical or iconoclastic. However, it is a fact and undeniable that the point of view he expresses is widely held in his milieu. A parent complaining about the high cost of living said, "If I could steal a half million dollars now, I certainly would. Of course, I ain't going around picking anybody's pocket. But for enough, I'd take a

chance." Spontaneous remarks like these support the impression that the way of life among the lower classes in our large urban communities creates conscience mechanisms, life goals, and motivations that are different from the accepted middle class norms. Consequently, it follows that neurotic character formation and criteria for abnormal behavior would be different.

In the lower class community, the neighborhood heroes are, all too frequently, the gamblers, pimps, touts, and prostitutes who attract attention with their flashy clothes, and cars, and their appearance of having endless leisure time. These unsavory individuals can be the idols of the children in the streets and objects of envy for the needy and destitute; but their influence may extend even wider than that. The adult and more advanced elements of the community are often unconsciously attracted and taken in by what these people represent. Prime evidence of this is an occasion when community-spirited women of the area organized a Christmas party for needy and neglected children. They chose one of the biggest policy racketeers in the borough to act as Santa Claus. There were no objections to this individual's being selected. He made a substantial donation to the party, put in his appearance in a handsome, tailor-made Santa outfit, and distributed food and gifts to the hungry urchins, who lionized him.

Attitudes toward school and work developed in many deprived children are quite different from those more fortunate children might have. This is the result of many circumstances. For instance, it is not common that a boy at P.S. 42 knows what type of work his father does. To illustrate further: a chronic truant said, "You have to be a high school graduate to work for the Department of Sanitation, but that don't make no sense to me. Why do you have to be educated to pick up garbage?" With regard to girls, a therapist is faced with a difficult problem: in discussion, how is it possible to make home-life and home making

sound attractive and yet not unrealistic, when daily experience for these girls is so drab, pinched, and bitter?

In conclusion, the considerations raised so far can be summarized briefly.

(1) Many deprived children have no guilt about not wanting to go to school. They do not see education as a necessary part of their scheme of life.

(2) Pride in work and in one's occupation is at a minimum.

(3) Undisguised hostility to authority and aggressive behavior can be the product of local influences and can exist as part of the neighborhood pattern.

(4) An easy code of morals and a flexible sense of honesty may be culturally quite acceptable.

Under these circumstances the duty of the therapist is, first of all, to understand that these types of attitudes can exist widely. Then, secondly, the therapist must attempt to evoke and foster healthy responses that will bring about a desirable change. In general, it can be said that psychotherapy acts to allow the patient to achieve more adequate functioning and a better adjustment without the necessity of a deep and thorough-going personality reorganization. It is not the intent of this paper to go into detail on the subject of therapeutic techniques. However, specifically, with regard to the situation in P.S. 42 it is interesting that the children regard the psychiatric team as just another part of the educational set-up. They call the social workers and psychologists "teacher" and do not distinguish them from the regular teachers in the classrooms. This is significant because, actually, from a broad point of view, school teachers and psychiatric personnel working together under these circumstances do have much the same objective: i.e., helping children of the lower class to understand and appreciate the standards and values of the more fortunate elements of American society so that these deprived children may in turn be motivated to desire and work for a fuller life.

## **DYNAMIC VOCATIONAL COUNSELING**

### **I. Junior High School Guidance Project**

**Martin Spiaggia, Helen Teitelman, Jean Frank and  
Murray Abramsky**

The vocational counselor has come to realize the significance of emotional factors and personal motives entailed in job selection and satisfaction. Various studies have shown that people often take their early family experiences and emotional attitudes with them to their jobs and react to their work accordingly. Occupations are often chosen for the alleviation of guilt feelings, for the satisfaction of infantile needs, as a result of identification with parents or their surrogates, for social approval. The indecisions, dependency and immaturity that may hinder the individual in everyday activity may also hinder, or prevent good vocational planning.

The experience of the Three Schools Project personnel with adolescents and adults seeking vocational guidance has evinced the frequent concomitance of vocational and personal maladjustment. This points to a cause and effect relationship between the two and indicates the absurdity of separating vocational guidance from personal counseling.

The focus on the entering class, the 7th grade population at P.S. 37, grew out of the belief that vocational counseling should begin as early as possible in the life of the individual. The need for such counseling was further corroborated by the school administrators who saw the more immediate value of gaining information on each pupil as useful in determining proper placement in 8th grade classes where the curriculum begins to be differentiated.

A group guidance program was initiated. The important aim of the program was to stimulate students' thinking in the vocational area and develop their recognition of the need for appropriate educational planning toward a satisfactory occupational adjustment. It was felt that educational plan-



ning, oriented toward the personality needs and potentialities of the students, would not only produce more adequately motivated students, but would also result in less waste of sincere and excellent teaching effort. Another aim of the program was to search for techniques useful in guidance.

As a springboard for the program a group guidance consultant from Federation Employment Service was invited to meet with the 450 students comprising this group during an assembly period. A film, "Choosing Your Life Career," bearing on factors to be considered in choosing a vocation, was shown and a very active question and answer period followed. The relationship between training and vocational achievement, types of schools, and sources of vocational information were some of the topics discussed. The questions raised later by the children reflected a lively interest.

After this introductory step, guidance sessions on a small group basis were planned. Each of the thirteen 7th grade classes was broken up into three groups of 10-12 children, and each of these groups was assigned a Youth Board clinic counselor (psychologists or vocational counselors in the unit assigned to P.S. 37). Each group was thus composed of children from the same official class. It was decided at the start that each pupil would be involved in a single session.

Prior to the sessions, Youth Board counselors conferred on the approach and content. It was agreed that a planned talk be used in a regular classroom setting, during one period. The content, in broad outline, was to consist of the purpose of the meeting, general classification of jobs, sources of information about jobs, and learning about oneself. It was further agreed that several preliminary sessions be held for planning of further meetings; three classes, comprising 9 groups, were covered first, each group being seen only once. These sessions started with the planned outline and soon developed into general discussions with many questions being asked by children and often being answered



by other members of the group. The outline, however, was followed to a great extent. Enthusiasm ran high and there was excellent participation on the part of all.

Some of the typical questions and statements that came up during these sessions are as follows:

"What school should I go to to become a baseball player?"

"In my family we're all alike so I'll do what my brother does."

"My mother wants me to be a doctor or an office worker; I like mechanics, but I'll do what my mother wants."

"I like baseball and singing—which one should I do?"

These questions do not deviate from what may be expected in any similar age group. These, however, point to the need for vocational-educational counseling as early as 7th grade so that the school may have a basis of deciding whether the child should go to 8th grade language class, leading to academic high school and college, or a non-language class, intended for those interested in trade, commercial or general high schools. The questions further led to the feeling that these students might be incapable of mature, satisfactorily motivated decisions by the time they complete junior high school training. This might result in confusion, with the consequent selection of occupational or educational goals not appropriate to the individual's needs.

Based on this premise the content during the remaining sessions, covering the rest of the 7th grade classes, was re-focused on "Knowing Oneself" with analysis of oneself as an essential process for determining the educational program which will satisfy one's needs. Discussion revolved around individual interests, aptitudes, academic proficiency, personality traits, with particular emphasis on ability to establish healthy interpersonal relationships.

Further, the approach used during these single sessions can be criticized on the basis that too much material was covered which may account for the failure of some children to understand some of the concepts brought up by the coun-

selor. A change in the approach was therefore warranted.

The most popular part of the sessions was the question-answer period. During this interval the members in each group were more active and interested than in any other part of the session.

Following these preliminary sessions, teachers requested that the children write compositions on what transpired during the guidance sessions. These compositions pointed to an understanding of the material covered and indicated that something of value was retained by most children in the way of knowledge and objectivity toward vocational-educational planning. On the other hand some children, a very small minority, namely, four or five adjustment classes consisting of slow learners, indicated a complete lack of understanding of the points made.

It was also determined that about 60% of these children expressed positive feelings toward the program and a desire to continue with it. This provided approximately 270 children who were themselves asking for further guidance.

A continuation of the group guidance program involved only those children who expressed such interest. Fifteen groups, of 10 children each, were formed, thus covering 150 of the 270 children. The groups were now made up on a heterogenous basis, that is, on selection from different classes. This is in contrast to the original groupings which were made up of children from one class only.

Four sessions were held with each group on a weekly basis, with the same counselor. Again a regular classroom was used, the session lasting one class period. The content of the sessions grew out of the spontaneous interest of the children as expressed in their questions. The question-answer part took up about half of the session. After that, important points brought up by the children were reviewed. While this approach was less structured, it proved to be more flexible and attuned to the varying interests and capacities of each group. This approach proved particularly effective with the adjustment class children.

The directed approach tended to create a formal atmosphere which made the students relatively quiet and orderly but also passive and uninvolved. On the other hand the less directed approach at times resulted in noisy crosstalk but the loss in order was compensated for by certain advantages. The boys expressed themselves and spoke about themselves more freely. An instance of this occurred in one group when a spontaneous, lively youngster demonstrated his interest in becoming a comedian or an actor. He gave good impersonations of Peter Lorre and Edward G. Robinson. He coached another boy and together they put on a brief funny skit.

It was apparent that interest was sustained not only by the answers to the boys' own questions, but by the questions their classmates raised. The Youth Board counselor acted as moderator, clarifying and interpreting the material brought up. The informality of the sessions also gave ample opportunity to observe and evaluate behavior deviations that might be obscured in the regular classroom. For example, one of the boys became interested in trade courses available to those who have to work full time. When he learned that some of them were expensive, he asked if the fees would be returned if the student were drafted. He then asked what would happen if this person were killed in the war. "Does his family get the money? What happens to the fee if the soldier is killed and has no money?" This seems to indicate a strong preoccupation with morbid thoughts. Another boy admitted having a reading disability. This boy was aggressive toward other children during the sessions. It is likely that there is a relationship between the reading retardation and the behavioral picture. A complete diagnostic understanding would require a total clinical study. Another child, who appeared preoccupied with sex, judging from his frequent questions on sex, described his mother as a punitive figure who often pursues him with a knife. One boy complained of an older male sibling who picks on him at home and makes him feel "like nothing."

He added that this results in his wanting to take it out on smaller kids in the school. A Polish boy gave indication of feelings of inadequacy because of his odd sounding name. Still another boy gave evidence of being strongly affected by his father's frequent drunkenness. He described the father as threatening and abusive during these periods. All of these illustrate cases of emotional disturbance which can be picked up in small group guidance sessions and handled on an individual basis later by the most appropriate member or members of a psychiatric clinical team.

Other techniques, besides discussion, such as skits, games and spontaneous dramatizations were used and found to be very successful in emphasizing concepts which are difficult for children to understand. Skits involving an unhappy worker and the reprimanding boss were useful in bringing out the reasons for job unhappiness. Other skits depicting the job applicant and the interviewer brought out the relationship between training and job qualifications.

Every child, who had expressed interest in the program after the initial meeting, had attended four guidance sessions. In addition, a fifth, and in some cases, a sixth session was used for testing. This was instituted in order to meet the needs of the school for data on individual children for guidance purposes. The tests used were the Revised Beta, a non-language test of intelligence, and the Word Meaning section of the Stanford Achievement Test, Intermediate Form. The information gained from these tools is expected to aid school administrators in curriculum planning for the child as he goes through junior high school.

From the remainder of the 270 children who had asked for guidance, two more groups were formed. These were made up of children from the various classes, that is on a heterogeneous basis as in the last step. Too, the groups were smaller, containing from 6-8 children, a variation from the second step. Another difference entailed the use of a round table approach. A room was selected which contained tables and the children and counselor sat around a table. Whereas with the other groups the sessions were spaced

one week apart, with these last groups, sessions were held twice weekly. These sessions were conducted in a similar fashion to the last sessions in terms of content and approach. Six meetings were held with two additional ones for testing.

To summarize, the entire 7th grade population, of about 450 students, was covered during assembly period for one vocational guidance talk. Then, the entire population was seen for guidance sessions on a small group basis of about 10-12 children. Each group was seen only once. The next step covered 150 children, who had volunteered to continue with the program. These were broken up into 15 groups of 10 children each and were seen for four guidance sessions. Finally, two groups made up of 6-8 children, also volunteers, were seen for six guidance sessions.

The following observations resulted from the entire program:

1. Groups made up of children from different classes, that is, on a heterogeneous basis, provided greater stimulation than those made up of children from one single class. One important factor seemed to be the diversified interests expressed by a heterogeneous group.
2. The more informal the setting during sessions, the greater the degree of spontaneity.
3. Group guidance sessions can be used effectively to interpret school regulations to the child who expresses negative attitudes toward them. Understanding the basis for such regulations is the first step toward accepting them.
4. Whereas vocational interests expressed during the early sessions were marked by their lack of realism, questions and material brought up later reflected more realism and maturity. Thus the occurrence of questions concerning such romantic occupations as test pilot, baseball player and actor became less marked, with increasing counseling contacts, giving way to discussions of more practical vocational objectives.



This points to the inadvisability of making plans for youngsters on the basis of limited guidance contact.

5. It was observed that more children expressed interest in trade jobs than white collar ones. This, obviously, is of great significance to educators. However, such choices on the part of a high school population has so many ramifications that intensive study would have to be made before making any valid conclusions.
6. Whereas the early sessions brought forth questions and comments concerning schools and occupations, the content shifted more and more to emotional and total adjustment problems. This lends strength to the belief that one cannot separate vocational from personal counseling. The child must be considered in totality as a complex individual made up not only of aptitudes but also emotional habits, interests, desires, learning ability and other factors that help shape his personality.
7. Small group sessions, of 6-10 children, made it possible to observe more closely those children who are behavior problems in group situations. Guidance sessions can thus be effective in selecting individuals in need of individual guidance.
8. The problem of the child who has the withdrawing type of reaction to life situations can be easily picked up in a small group, where he becomes very conspicuous since pressures are minimal and the focus is on initiative.
9. With increasing contacts between group and counselor, the children talked more freely about their personal problems. Most of the children were bothered by difficulties stemming from unsatisfactory family relationships. It is apparent that more than six guidance sessions, on a group basis, are required to deal effectively with personal problems brought up by children. The requisite number cannot be foretold since it will vary with the nature of the group and the skill of the leader in establishing rapport.



## SENIOR HIGH SCHOOL GUIDANCE PROJECT

**Paul A. Haywood and Alvin Trachtman**

Work has a special personal and social significance. Securing suitable employment fosters certain inner satisfactions, implies—"growing-up", and ability to establish a certain independence and contribute to one's integration into the mainstream of community activity. Situations causing delay in this "growing-up" process create feelings of inadequacy, and attitudes of defeatism which at times cause personal and vocational maladjustment.

A large number of adolescents find themselves floundering or in blind alley jobs because they graduate from high school or leave it before graduation with: no future plans, little understanding of their own potentialities, little knowledge of occupational demands and opportunities and poor saleable skills. Interviews with these youth have depicted the trauma and demoralizing effects of this abrupt transition from school to work and indicate the need for improved services to assist youth in a realistic appraisal of themselves and occupational conditions in preparation for situations they will meet upon entering an adult society. Education is committed to meet the challenge of training students to become productive and well adjusted citizens and to render such service as will facilitate their transfer from school to work.

Increasingly, schools are modifying curricula and services to assist students with job planning. Recognizing that the inability to secure suitable employment may be due to inadequate planning and preparation, need for improved personal habits, strengthened motivation and interest, and realistic occupational orientation; these schools are augmenting their programs to enable youth to secure a more basic preparation prior to leaving school. Such focus will alleviate the frustrations which many youth encounter when taking the step from formal education to work.

At a time when much public concern is focused on the need for schools to provide improved services to youth it might be interesting to describe a phase of the vocational guidance services available to high schools students as an adjunct to the psychiatric treatment program. The vocational counselors in the Three Schools Project Unit at Morris worked jointly and cooperatively with the High School guidance staff in sponsoring and conducting this special group guidance.

The main focus of this program for seniors was employment orientation, especially directed towards selecting an occupation and job finding. Four sessions were conducted on successive Mondays with each of the senior English classes and were scheduled during the regular forty minute class periods.

Frequent conferences were held with the Chairman of the Morris High School Guidance Department to select and organize specific informational content and audio-visual materials. Printed materials were developed or adapted for use at each of the guidance sessions. Contacts were established with community agencies concerned with vocational guidance, New York State Employment Service, Vocational Advisory Service and Federation Employment Service, to discuss content and focus of the sessions. Representatives of these agencies contributed valuable suggestions for structuring the program. A representative of Federation Employment Service conducted a demonstration for each of the sessions and participated in staff discussions concerning methods and techniques for improvement. Two films, "I Want A Job" and "Finding The Right Job" were utilized as a basis for motivation and discussion during two of the sessions. Generally, the sessions utilized the discussion method. However, the discussion and participation by the students varied with the composition and responsiveness of the groups, the nature of the topic, and the amount of informational content to be covered. The film used during two of the sessions stimulated interest and provided

opportunity for students to observe situations and techniques of job finding. This type of presentation afforded opportunity for students to respond according to their own personal experiences, either actual or anticipated, and provided the atmosphere for group discussion of related vocational problems.

The students in the academic classes were primarily interested in further education or training prior to seeking employment, though many were concerned about employment opportunities. Many of the pupils indicated that employment would be necessary before they could pursue their plans for additional training. These students, as a group, were more responsive and more consistent in their participation.

The participation and interest of the students in non-academic or general classes showed a more noticeable variation. They were primarily concerned about how to find and apply for a job. Although they expressed problems of occupational choice, they felt this type of orientation was offered too late in their high school careers for them to make adequate use of the school offerings in selecting courses appropriate to their vocational needs.

The group guidance program was planned to include specific information concerning job finding methods and to assist students in appraising their school and out-of-school experiences for employment purposes. The four sessions were planned according to the following outline:

*Choosing An Occupation:* Discussion of education and occupational significance of school subjects, extracurricula interests, work-experience, and personality factors involved in job selection.

*How To Find A Job:* Discussion of job finding methods and use of community resources.

*Job Letters And Applications:* Discussion of use, content and format of job letters and applications.

*The Job Interview:* Discussion of appropriate conduct, manner, dress and personality factors related to job interview situations.

A questionnaire was prepared as a means of evaluating the effectiveness of the group guidance program. This questionnaire was structured to get a free expression of students' reactions and feelings concerning this experience. The questionnaire was presented to students in non-academic classes as the students in academic classes were unavailable. An analysis of the questionnaire indicated needs and problems of some of the students and provided suggestions for modification of future groups guidance programs. The results of the questionnaire are summarized:

*Choosing An Occupation* was considered the least helpful session, although this represents an important problem area for many of the students. *Job Letters And Applications and Job Interview* were rated the most helpful sessions. Student responses suggest they became more aware of the need for vocational and employment planning and their own individual needs in relation to plans after high school graduation. They indicated a better understanding of employer attitudes concerning beginning workers and felt sessions gave them preparation for job finding. Some students indicated that the sessions provided valuable information and techniques which they later utilized in securing employment.

In response to inquiry concerning methods of improving the sessions, the students suggested that group guidance be given in earlier school terms. This would provide opportunity for more adequate exploration of vocational areas and also serve as preparation for individual vocational counseling. As a result of the group guidance, some students requested individual vocational counseling.

Occupational choice is a major problem with many of the students, and they indicate that this might be less of a problem if opportunities for exploratory work-experience were available. Many display feelings of anxiety and insecurity in their approach to employ-

ment. Individual counseling and group guidance with small, homogenous groups of students with similar problems would enable these students to assume a more positive outlook concerning their job futures.

Most of the students indicated job choices which appear attainable in terms of their high school preparation or training they expect to secure. The selection of jobs was limited to those which might be available without extensive training, such as: secretary, typist, diet aid, refrigeration mechanic, mail carrier, window trimmer, practical nurse, x-ray technician, medical assistant, teacher, nurse, photographer, chemical technician, commercial artist, stock clerk, file clerk, hospital attendant, sales clerk, etc. Interest in these jobs was based primarily upon financial remuneration, security, and the value of the job as experience for future employment.

Students who had taken various commercial courses such as typing, stenography, record keeping, etc., or who had acquired skills in part-time or summer employment appeared more confident and self-assured about their abilities to secure employment. Students without special skills or work-experience were apprehensive and wary about their preparation and chances for a job.

During the sessions students were informed of the facilities of the New York State Employment Service. Through the cooperative efforts of the Liaison Consultant of New York State Employment Service, a plan was developed for registration of seniors on the school premises. Customarily, graduates register for employment at the New York State Employment offices after graduation. These students, as a group, showed better preparation for the job interview than is generally observed among high school graduates interviewed at the New York State Employment Service offices and they were more at ease in the school environment. Sixty-nine seniors were interviewed at Morris. Follow-up of this registration reveals that 46 reported to the New York State Employment Service when called in for job referral.



Of this number 28 were placed in clerical service, industrial and sales jobs. Apparently, some of the students who did not report for job referral secured their own jobs. Others secured employment after referral by the employment counselor in the Morris unit of the Three Schools Project.

A review of returns of a follow-up study conducted five months after the group guidance program indicates that the job finding orientation was valuable to the students in meeting some of their pre-employment needs and corroborates the writer's impression that this activity is essential and effective as a means of helping youth to make the adjustment from school to work. While it is difficult to draw conclusions on the basis of 28 per cent of the returns from the follow-up study, individual responses are evidence of the values of this orientation. Some of the responses to the question "How did the discussions on job finding help you?" point up this value:

"It taught me what attitudes I should adopt."

"The way I should introduce myself to the employer and tell him what kind of work I really want."

"Most emphatically, on means of finding a job."

"They helped me get a job."

"They gave me a good idea how to go about getting a job."

"It prepared me for the interview, and I also know where and how to look for a job when I get tired of doing book-keeping. I also learned what the employer expects from his employees."

"In the manner you look for a job. Getting along with co-workers."

"Dress properly, answer correctly to employer. Morris should continue giving these courses as they prepare young people for the business world."

"I gained self-assurance and know how to talk to people."

"Made me more familiar with business world."



"The difficult questions about job hunting and such that puzzled me were cleared up."

Analysis of the returns reveal employment in the following types of jobs:

Clerical (stenographer, clerk-typist, stock clerk) . . . .	10
Sales clerk . . . . .	1
Messenger . . . . .	1
Nurse attendant . . . . .	1
Telephone operator . . . . .	1
Butcher . . . . .	1
Assembly worker . . . . .	1
Jewelry polisher . . . . .	1
Crown watch cutter . . . . .	1
Dyer . . . . .	1
Chauffeur . . . . .	1
Unemployed . . . . .	3
Continuing in school . . . . .	4

The majority of graduates who state satisfaction with their jobs secured preparation in high school. Those in factory employment reported dissatisfaction. From reported earnings, the average wage is \$41 per week, and the range is from \$30 to \$70 per week.

Students accept this type of orientation when the reality of securing a job is imminent. These students recommend continuation of group guidance as a means of learning techniques and methods of job finding and for its value in improving morale and outlook concerning employment.

Group guidance is not a panacea nor is it a substitute for individual guidance. It is an economical and effective way of imparting information, handling general student problems and a means of preparing students to make choices. Further, it aids in the identification of students in need of individual counseling.

Inherent in such a program are certain limitations. Factors which may be responsible for the inadequacy of these sessions are: limitations of time in the school schedule for

more sessions to explore individual problems on a group basis, and the diversity of job interests within each group.

Evaluation of this experience has culminated in the following recommendations:

1. Development of group guidance program with special consideration for students who are not planning additional education after graduation from high school.
2. Organization of small groups of 10 - 15 students with similar interests or problems to facilitate intensive group guidance.
3. Utilization of school and community resources to provide opportunities for personal development and exploratory experiences.
4. Integration of significant occupational information with regular school subjects as a means of establishing relationship between school subjects and jobs and as a basis of motivation of learning.
5. Development of projects to enable students to participate actively as a means of stimulating initiative and responsibility.
6. Group guidance as a regular curriculum offering in junior and senior high school with emphasis upon vocational selection and occupational planning.

Group guidance is recommended as a means of enhancing individual vocational counseling and placement services. Through such a program, students become more aware of services available to them in both school and community. The primary goal of such a program is to assist students in developing greater initiative, responsibility, and resourcefulness in meeting their own realistic personal and vocational needs as they relate to available employment possibilities.

## **TENTATIVE CONCLUSIONS**

**Mira Talbot**

It would be presumptuous to make any final conclusions on the developments at this stage in the Three Schools Project. However, there are some general recurring trends or patterns, covered in these articles, which may be formulated as follows:

1. Members of different professional orientations are working together harmoniously. Their effectiveness is determined by: their proficiency, the degree of flexibility in the administrative framework and the extent to which there is a common philosophy or purpose.

2. School administrative procedures and necessarily rigid classroom schedules do not allow time for essential conferences among the teaching and other personnel: the program of any school clinic has to be geared accordingly.

3. Most school personnel are reasonably cognizant of the significance of emotional maladjustment and are competent to select those children for referral to psychiatric and allied services.

4. In each of these schools, teacher referrals and clinic examinations indicate that at least one-fifth of the student population are suffering from emotional and personality disturbances in varying degrees.

5. Practically all of the children treated have been helped to some extent; some are making highly satisfactory adjustments.

6. Psychiatric and allied services within these schools are being accepted by students as naturally as the aid of the school nurse and the school doctor or even the classroom teacher. Pupils of all ages are seeking individual help. One envisions that if, in future years, these students become emotionally confused or distressed, a likely possibility

in view of the complicating strains of society, they will freely consult available mental hygiene resources.

7. The standards and values of the children under treatment are significant factors to be considered in psychotherapy.

8. The modern school clinic is a community as well as a child-oriented clinic.

9. The traditional child guidance clinic is an indispensable adjunctive service to a school program.

10. The younger the child the more directly influential are all the forces in his environment; as a consequence, with the elementary school child, the multi-discipline approach in treatment to the variety of interacting causes in his home, community, and school is apt to be highly successful.

11. Not all of the junior and senior high school pupils who are in need of individual psychological help, require the total array of services offered by the clinic. The "middle-aged" children and adolescents are being forced, by reality circumstances, to assume responsibility for the direction of their own lives and are using direct psychological counseling constructively.

12. Children of all ages are basically interested in themselves, in their motivations and in their future lives. Work is of particular concern to them and the seventh grade is not too early to plan dynamically oriented vocational counseling; not specifically but generally.

13. The inclusion of educational and vocational counselors in a school clinic has value; it broadens the scope of the program for both the school and the clinic.

14. Even in over-crowded schools burdened with double schedules, teachers can have sessions with small groups of students when the administration makes the necessary executive adjustments.

15. Children are more spontaneous in their discussions and behavior in small informal groups than they are in larger classroom groups.

16. As educators and clinicians continue to work together in school settings, they realize the importance of such factors as personality and social behavior in the formation of classroom groups.

17. A teacher can gain an understanding of and can also help a pupil by careful analytic use of his total school record card.

18. An "I.Q." of a pupil, whether obtained as a result of an individual or group test, always needs to be carefully evaluated in relation to all other factors relevant to that child.

19. Psychological findings, based on tests given to the entering classes in the underprivileged areas served by the Three Schools Project, seem to indicate that the intellectual ability of pupils tends to follow the normal distribution curve. The majority fall within the normal range; about 10% to 15% fall at the bright and dull levels; and roughly 3% fall at the extremes of very superior and mentally deficient endowment.

20. The insights gained regarding child development and the cultural milieu through the child guidance clinic method can be utilized in broad mental hygiene programs for all children. The coordinated approach of the total community is essential in conquering the problem of juvenile delinquency.

This material is being shared with other communities through the courtesy of the Journal of Educational Sociology in the hope that it will be helpful to other projects and be instrumental in initiating additional special services for children.

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## BOOK REVIEWS

The Reactions of Jewish Boys to Various Aspects of Being Jewish, by Isidor Chein and Jacob I. Hurwitz, National Jewish Welfare Board: Jewish Center Division, New York, 1950, 42 pages.

This investigation reports the authors' findings and conclusions based upon the survey of attitudes of 166 boys attending 14 Metropolitan New York Jewish Centers.

The findings in this study reveal that the younger age groups manifest positive attitudes toward Jewish content to a greater extent than the older groups. Members of "low" socio-economic status subjects have a greater tendency than members of "high" socio-economic groups for activity of Jewish content. The latter group at the same time is more concerned about hostilities directed against Jews. Finally those with a "higher" degree of Jewish environment indicate a greater acceptance for Jewish content than those within a "lesser" Jewish environment.

The investigators summarize their findings with the belief that, with an increasing acculturation there is an increasing desire for social and cultural integration with the general community. That the desire for social integration is clearly associated with increased defensiveness and feelings of insecurity.

In the main the conclusions of the authors are in accord with impressions that have been generally accepted. The value of this study is the documentation in an area of research which as yet has been given insufficient scientific investigation. The questions raised by the authors as a result of their survey are a real challenge to both professional and community lay leadership. These questions suggest, that a thorough introspection and evaluation of Center program is needed. In addition, a redefinition of the type and quality of professional personnel necessary to successfully accept the challenges implicit in this study would be extremely valuable.

